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Any approach to ~~early~~ education that makes an pretension to practicality must make it possible, though not without prior motivation and guidance, for ^{the student} both child and parent to sound out (and to deal effectively with) ^{so as to deal effectively with them,} obscure, growth-deterrent elements of the personality. Only by bringing these elements to conscious attention can they be made explicitly knowable to the end of wakeful expression of intelligence on all levels of human capacity. And as competency of reason turns from potential to actual, responsibility is given to the nature which commonly remains irresponsible, (lacking penetrative power into itself.)

To know oneself reliably and to good effect involves immediate observation of psychomotor cause-effects. Though retrospective review of events is not precluded, it can never be the main procedure whose time-location is primarily in the present. Nor can the investigational content which embraces the totality of behavior be restricted to psychic episodes that are artificially severed from overtly demonstrated behavior.

What interferes most disastrously with the attempt of the average person to come closer to himself is that subject to engrained habit, he will, in start and continuation of this endeavor, rely upon private judgment.